ORIGINAL ARTICLE

Faculties' Perception and Responses to Academic Dishonesty of Undergraduate Students in Education, Business and Economics

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Abstract

Research studies on students' academic dishonesty are numerous, worldwide and its magnitude has been measured mostly taking students' self-reported dishonest behaviors. However, little is known in the research literatures about Faculties' perception and responses to incidences of academic dishonesty. Therefore, the present study was conducted to examine Faculties' perception and responses to academic dishonesty among students of Addis Ababa University and Jimma University. To this end, a total of 83 full time teachers (74 males and 9 females) from Education, Business and Economics Faculties were selected to fill in questionnaire. Moreover, interview with vice-deans and analysis of relevant documents were made. As per the findings of this study, 89% of teacher respondents reported perceived incidences of students' academic dishonesty in their respective Faculties with a magnitude ranging between once and more than ten times. Interview data also revealed that academic dishonesty is a serious problem both in Education Faculty and Business and Economics Faculty. The study attributed different factors related to faculty administration, academic staff, and course policies as having contributions for high incidents. The study also highlighted various responses and reasons for ignoring academic dishonesty. To minimize the problems, collaborative efforts among faculty administrators, academic staff, and students using comprehensive Faculty-wide strategies composed of both proactive and reactive techniques were recommended.

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INTRODUCTION

Universities are usually seen as sources of truth and honesty (UNESCO, 2003) where students are shaped not only academically but also morally (Brimble and Stevenson-Clarke, 2005). In a system of mass higher education that results in high unemployment levels, a degree from a University earning higher grades in relation to fellow students is seen as a key determinant of success to get well paid employment and opportunity to start graduate program in the future (McCabe, Trevino, & Butterfield, 2001).

Academic dishonesty can be viewed as a wider concept encompassing a set of deliberate but unacceptable behaviors that are against academic rules and regulations of a University or a particular course policy stated in the course outline (Harding, Carpenter, Montgomery, & Steneck, 2001; Sebek, 2006). Hence, a group of activities like copying or attempting to copy from another student's work, using crib notes on examination, falsifying research or laboratory data, using or attempting to use unauthorized information from the internet, notes, and study aids can be considered dishonest behaviors. Generally speaking, academic dishonesty is a comprehensive term that includes a collection of intentional but unacceptable behaviors that are against the rules and regulations of an academic institution (Kaufman, 2008).

Students' academic dishonesty is not a new endeavor. From the historical perspective, Davis, Grover, Becker, and McGregor (1992) disclosed that academic dishonesty is steadily increasing in magnitude and sophistication since its first identification of evidence in the 1940s. Longitudinal comparisons also confirm this assertion. For example, the number of students self-reporting instances of not allowed collaboration at nine medium to large US universities increased from 11% in a 1963 survey to 49% in 1993 (McCabe, 2005,

cited in Christensen-Hughes & McCabe, 2006). Based on a decades of research on academic dishonesty, McCabe et al (2001) concluded that the magnitude of some forms of academic dishonesty is steadily increasing from time to time.

Statement of the problem

Studies on academic dishonesty of undergraduate students are abundant. Nevertheless, many of the evidences are from North America with some other studies conducted elsewhere in Europe, Asian-pacific, and Africa. To the knowledge of the authors of this article, there are only two studies conducted so far in Africa drawing evidences in Nigeria (Olasehinde-Williams, Abdullah, & Owolabi, n.d) and Ethiopia (Teferra, 2001). Particularly, the study conducted in Ethiopia was based on evidences collected from former University teachers who are now living and working in USA and Canada. On top of that, relatively little has been known about University students' engagement on academic dishonesty from the teachers and faculty administrators perspectives (Coalter, Lim, & Wanorie, 2007; Flint, Clegg, & MacDonald, 2006, quoted in Nadelson, 2007).

Therefore, this study is conducted to examine academic dishonesty in Ethiopia taking evidences from deans and faculty members of Education, Business and Economics at Addis Ababa and Jimma universities. This research specifically answers the following questions:

1. What is the prevalence of suspected incidences of students' academic dishonesty as perceived by deans and faculty members of Education, Business and Economics at Addis Ababa and Jimma Universities?
2. What factors contributed for students' engagement on academic dishonesty in undergraduate programs of Education,

Business and Economics at Addis Ababa and Jimma Universities?

3. What factors influence faculty members' decisions not to act on suspected dishonest behaviors of students in Education, Business and Economics at Addis Ababa and Jimma Universities?

4. What measures were taken by deans and faculty members of Education, Business and Economics at Addis Ababa and Jimma Universities to deter such dishonest behaviors?

5. What are the possible suggestions to overcome academic dishonesty among students of Education, Business and Economics at Addis Ababa and Jimma Universities?

Objectives of the study

This study has the following objectives.

• To examine the prevalence of students' academic dishonesty as perceived by faculty members in Education, Business and Economics at Addis Ababa and Jimma Universities

• To identify factors that contributed for the occurrence of students academic dishonesty in Education, Business and Economics at Addis Ababa and Jimma Universities

• To analyze the factors that influence staff decisions not to act on suspected dishonest behavior

• To assess measures taken by deans and faculty members to daunt such dishonest behaviors of students in Education, Business and Economics at Addis Ababa and Jimma Universities

• To provide possible recommendations to overcome the problem of academic dishonesty among students of Education, Business and Economics

METHODOLOGY

Population, Study participants and Sampling techniques

The population of this study includes all full time local teachers of Education, Business and Economics at Addis Ababa and Jimma Universities who were involved in offering courses for undergraduate students in 2007/8 academic year. 10% of male teachers' were selected to participate in this study using stratified sampling to maintain proportional sample across qualifications (Bachelor, Masters and PhD). Moreover, availability sampling was used to select female teachers in the sampled Faculties of the two Universities since their number is so small.

Instruments

In this study, instruments such as: questionnaire, interview and document analysis were employed. While the questionnaire was prepared for teacher respondents, interview was prepared to solicit information from Faculty deans.

The questionnaire was adapted from Broeckelman and Pollock (2006) and consisted of two sections. In the first section respondents provide general information such as faculty, sex, academic qualification, academic rank, and years of experience in teaching. The second part contains eleven items intended to obtain information about the teachers' knowledge of academic rules and regulations and the sources they obtained from, the magnitude of suspected cheating, measures they have taken, factors that affect their decision on cases of student academic dishonesty, their level of satisfaction with the final measure taken up by the concerned body, and finally, their recommendations for future.

The interview guide consists of five items that ask the concerned deans to provide information on various aspects of academic dishonesty based on practical realties in their Faculties. Similarly, document analysis was made on the student handbooks of the two Universities to take accounts of the Universities directions.

In this study, quantitative data were first entered to SPSS version 16 and analyzed using simple descriptive statistics like frequency, percentage, and mean scores. Moreover, tables and figures were used to present data. While the qualitative data from document analysis were analyzed through a comparison checklist, the interview data were analyzed through the generation of categories. A coding scheme was devised for interview data whereby the participants responses to each of the five questions were categorized into some major themes. This allowed the researchers to systematically search for patterns of responses.

RESULTS
Demographic variables

Of the 83 faculty respondents, 74 of them were males and 9 of them were females. In terms of institution, 48 from Jimma University and 35 from Addis Ababa University were participated in the study. The mean age score of the respondents is 29.92 with a standard deviation of 11.31. Other demographic information, such as academic qualifications, academic ranks and the length of time they have taught at the University level is shown in table 1.

Table 1: Academic qualifications, academic ranks and teaching experiences of teacher respondents

Academic qualifications of teacher respondents	Number	Percent
Bachelor	25	30.1%
Masters	52	62.7%
PhD	6	7.2%
Academic rank of teacher respondents		
Graduate assistant	14	17.1%
Assistant lecturer	11	13.3%
Lecturer	52	62.7%
Assistant professor	5	6.0%
Professor	1	1.2%
Teacher respondents experience in university teaching		
<2 years of experience	22	26.5%
2-5 years of experience	34	41.0%
6-10 years of experiences	13	15.7%
More than 10 years of experiences	14	16.9%

As illustrated in table 1, among the teacher respondents, 25 (30.1%) had Bachelor Degree, 52 (62.7%) had Masters Degree and 6 (7.2%) had PhD. In terms of academic rank, 14 (17.1%) are with a rank of graduate assistant, 11(13.3%) were with the rank of assistant lecturer, 52 (62.7%) were with the rank of lecturer, 5(6.0 %) were assistant professors and 1(1.2 %) was

a professor. With respect to experience in University teaching, 22 (26.5%) respondents had 2 years experience and less , 34 (41.0 %) respondents had 2 -5 years experiences , 13 (15.7%) respondents had 6-10 years experiences, and 14 (16.9%) respondents had ten years experiences and above.

Major findings
Faculties perceived incidents of students' academic dishonesty
Teacher respondents were asked to estimate the extent of suspected academic dishonesty they have been faced with in the current academic year. Their response is summarized and presented in figure 1.
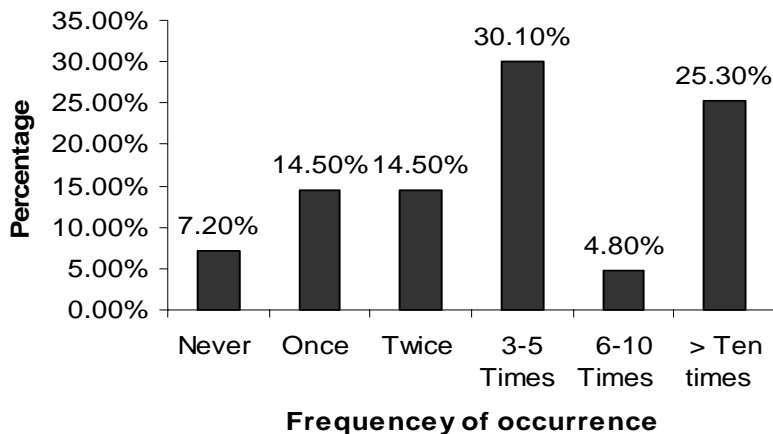

Figure 1: percentage distributions of teacher respondents' on estimated frequency of suspected academic dishonesty among students

N.B: The total percentage of respondents in this figure is 96.4% and the remaining 3.6% of the participants did not rate the item so that deliberately omitted from analysis.

As shown in figure 1, 6 (7.2%) respondents reported that they did not encounter students engaged on academic dishonesty, 12 (14.5%) reported that they encountered students engaged on academic dishonesty once, 12 (14.5%) encountered twice, 25 (30.1%) encountered 3-5 times, 4 (4.8%) encountered 6-10 times and 21 (25.3%) encountered more than ten times. The three interviewed vice deans' response is also the same verifying the fact that academic dishonesty has become a serious problem among students in their respective Faculties. The interviewed vice-dean in Addis Ababa University stated: *"Education students' engagement on various forms of cheating is increasing from time to time."* One of the vice-deans in Jimma University

said, *"Academic dishonesty is common in Business and Economics Faculty with a high extent of occurrences among first year students compared with others. Apart from this, now it is becoming familiar that students who scored high grades in course work copy research studies either conducted in the previous years of the same Faculty or conducted elsewhere in another University."* The other vice-dean in Jimma University witnessed that some students in Education tend to involve in some dishonest acts such as: "W*orking in organized groups while taking written exams, giving and receiving un-permitted help even sometimes using mobile message and advanced scientific calculators, using*

crib/short notes in exams, and plagiarizing others project works for senior essay."

Factors that may contribute to students' academic dishonesty

To obtain adequate text information about issues underlying academic dishonesty, the student handbook of both Addis Ababa University and Jimma University were content analyzed. The results of content analysis verified that academic dishonesty is one of the themes clearly presented in the student handbooks of the respective Universities. When the two documents were compared using the points stated in table 2, the result is quite evident that the two documents are similar in many ways except slight difference in measures taken. While AAU handbook has suggested possible measures to be determined by the course instructor, offering a written reprimand, and suspension, JU handbook includes simple warning, mark denial, and dismissal from the University. (Please see table 2).

Table 2: Content analysis results of students handbooks on academic dishonesty

Comparison point	Addis Ababa university students handbook	Jimma university students handbook
Definition of Academic dishonesty	Comprehensive in nature	Comprehensive in nature
Presented examples	Include those dishonest acts related to exam, assignment, and research	Include those dishonest acts related to exam, assignment and research
Possible measures	- written reprimand, - to be determined by the course instructors - conduct probation, suspension	- simple warning, - Denial of total mark, - Severe penalty, and - Dismissal from the university

Source: *Jimma University Student Handbook, 2007and Addis Ababa University, Students Handbook, 2007*

Moreover, it is interesting that Faculty of education in Addis Ababa University and Faculty of Business and Economics in Jimma University have Exam preparation and invigilators guiding manual to facilitate exam preparation and administration. This is encouraging so long as it is properly translated into practice while preparing exams and invigilating students.

Teacher respondent's level of awareness on their respective University rules and regulations was rated by themselves. According to the responses obtained, the majority of the respondents 66 (81.48%) were aware of the rules and regulations and 15 (18.52%) of the respondents reported that they never been informed.

In another item, teachers were asked to identify the sources from which they have obtained information about academic rules and regulations of their respective universities. As per their responses, four sources have been identified. For more details on the percentage of teacher respondents who have selected each category of sources please see figure 2 below.
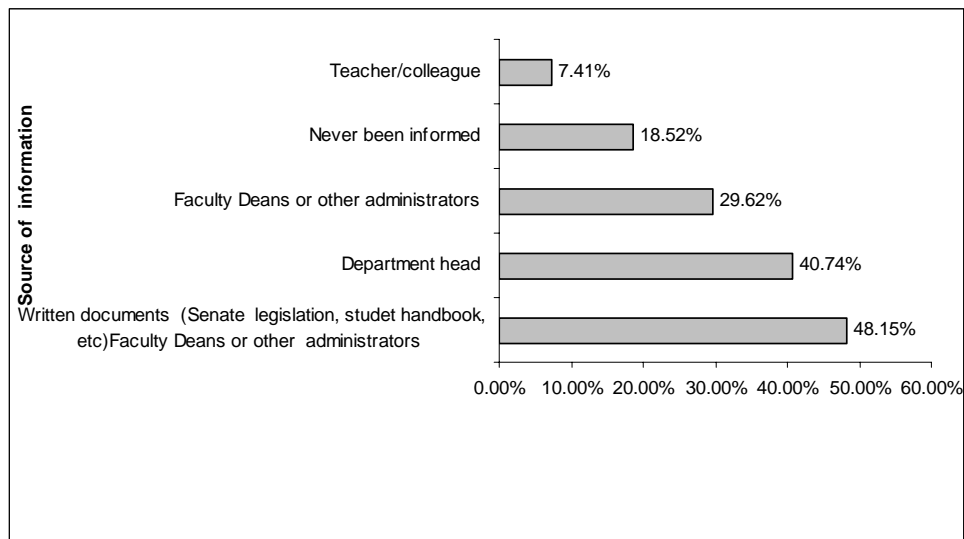
Figure 2: Percentage distributions of teacher respondents by sources of information for academic rules and regulations

As shown in figure 2, four sources have been identified by teacher respondents. These are: written documents (47.56%), department head (40.24%), Faculty deans or other administrators (29.27%), and teacher/colleague (7.32%). However 18.29% of the teacher respondents have never been informed about academic rules and regulations of their respective Universities.

Using a five point likert scale, teacher respondents were also asked to rate their own level of understanding of institutional academic rules and regulations, perceived effectiveness of rules enforcement and severity of penalties for academic misconduct in their institution. The Mean scores and standard deviations of the three items are presented in table 3.

Table 2: Mean scores and standard deviations of teacher respondents rating on rules understanding, enforcement and severity of penalties.

Item	Mean	Standard deviation
Understanding institutional academic rules and regulations	2.74	1.2143
Perceived effectiveness of academic rules enforcement	2.73	1.2447
Severity of penalties for academic misconduct in the institution	2.60	1.2133

As shown in table 3, the mean score of teacher respondents understanding of academic rules and regulations is 2.74 with a standard deviation of 1.21. Regarding the items perceived effectiveness of academic rules enforcement and severity of penalties for academic misconduct, the mean scores were 2.73 and 2.60, respectively with

corresponding standard deviations of 1.25 and 1.21. When these mean score values are compared with the scale mean (3) for the five point likert scale, the results are below the scale mean, which means the level of teachers understanding of academic rules and regulations, perceived effectiveness of institutional rules and regulations, and severity of penalties for academic misconduct are rated below average.

Regarding discussing the course policy in relation to group work/collaboration with students, 8 (9.6 %) of the respondents reported that they do not discuss, 27 (32.5) and 35 (42.2) respondents replied that they discuss on individual assignment and in the syllabus respectively and 7 (8.4%) respondents reported that they discuss the policy on other places.
For written sources, 9 (10.8%) do not discuss the policy, 27 (32.5%) and 35 (42.2%) of respondents reported that they discuss on individual assignment and in the syllabus, respectively while 6 (7.2%) respondents reported that they discuss the policy on other places.

For attribution of internet sources, 24 (28.9%) respondents reported that they do not discuss, 25 (30.1%) and 17 (20.5%) of respondents reported that they discuss on individual assignment and in the syllabus respectively. 3 (3.6%) respondents reported that they discuss the policy on other places.
For falsification of research data, 21 (25.3%) respondents reported that they do not discuss, 27(32.5%) and 13 (15.7%) of

respondents reported that they discuss on individual assignment and in the syllabus respectively. 3 (3.6%) respondents reported that they discuss the policy on other places. For falsification of laboratory data, 22 (26.5%) respondents reported that they do not discuss, 17(20.5%) and 6 (7.2%) of respondents reported that they discuss on individual assignment and in the syllabus respectively. 4 (4.8%) respondents reported that they discuss the policy on other places. When asked to explain the major factors they assumed contributing for students' involvement in academic dishonesty, those interviewed vice-deans identified the following items.

- Students poor academic background and performance
- Students English language deficiency
- Lack of students self-confidence with his/her own work
- Large class size
- Lack of firm control and monitoring
- Negligent/lenient invigilators
- Refraining after detecting a student cheating on exam (keeping silent after signing on a student exam paper caught while cheating).

Faculties' responses to students' academic dishonesty
Teacher respondents were also asked to list down those measures they have taken against incidences of suspected cheating and the result is presented in a ranking order in table 4.

Table 4: Frequency and percentage distributions of teacher respondents by the different measures taken for incidences of academic dishonesty

Measures taken by teachers for suspected incidences of academic dishonesty	Frequency	Percentage
Reprimand or warn a student	39	47.00%

Inform faculty/department responsible for the course	39	47.00%
Discuss the incidence with other course instructor	37	44.60%
Report to a faculty dean and/or department head	30	36.10%
Fail a student on a test or assignment	36	31.30%
Lowers a student grade	25	30.10%
Require student to redo the test/assignment	5	6.00%
Do nothing about the incident	2	2.40%

As shown in table 4, teachers reported different measures. These are reprimand or warn a student (39, 47.0%), inform faculty/department responsible for the course (39, 47.0%), discuss the incidence with other course instructor (37, 44.6%), report to a faculty dean and/or department head (30, 36.10%), fail a student on a test or assignment(26, 31.3%), lowers a student grade (25, 30.1%), require student to redo the test /assignment (5, 6.0%), and do nothing about the incident (2, 2.4%) .

As the interviewed vice-deans said, they usually take measures on suspected incidences of students' academic dishonesty. For example, one of the interviewed vice-deans in Jimma University stated: *"There is a formal procedure in place to report cases of academic dishonesty channeled from exam invigilators, to the course offering department head, and finally to the faculty vice-dean. When suspected exam cheatings have been reported to my office, I usually decide by my own according to the rules and regulations of the University and communicated that with department heads through formal letters, at the same time, the list of students name and the penalties effected on him/her will be posted on the faculty notice board."* While the other vice-deans in Addis Ababa and Jimma Universities acknowledged 'Academic commission' for being decision maker for reported cases of academic dishonesty. Moreover, the vice-dean in Addis Ababa University verified slightly different procedures for reporting incidents. As he said, reporting is usually started with an individual teacher to the student affairs committee at the department level, and then channeled to the department head, and finally decision will be made by the Academic commission members.

When asked whether they ignored suspected incident of academic dishonesty, 34 (41.0 %) of respondents replied 'Yes' and 45 (54.2 %) of respondents said 'No'. Concerning reasons for ignoring cheating, the major reasons are those stated in table 4 below.

Table 5: Frequency and percentage distributions of teacher respondents by the types of reasons for ignoring academic dishonesty

Reasons for ignoring suspected cases of academic dishonesty	Teacher respondents	
	Frequency	Percentage
Lack of evidence or proof	23	27.7%
Reprimand or warn the student	12	14.5%

Cheating was trivial or not serious	12	14.5%
Other teachers suggested I ignore it	7	8.4%

As it is clearly seen in table 4, the reasons for ignoring academic dishonesty include the following: lack of evidence or proof (23, 27.7%), reprimand or warn the student (12, 14.5%), cheating was trivial/not serious (12, 14.5%), and others teachers suggested I ignore it (7, 8.4%).

In terms of referring a case of suspected cheating to anyone, 61 (73.5%) teacher respondents said 'Yes 'and 15 (18.1%) said 'No'. Furthermore, 32 (38.6%) of them confirmed that they have reported to a course coordinator and 39 (47.0%) respondents replied they send to the department head. With regard to their satisfaction on the measures taken, 14 (16.9%) respondents replied that they were satisfied with the measures and 30 (36.1%) respondents replied they were unsatisfied with the measures taken and the rests are unable to decide.

Solutions to overcome problems of academic dishonesty
Various suggestions have been given by teacher respondents and interviewed deans participated in this study to alleviate problems of academic dishonesty and their response is organized into the following categories. Teacher respondents' suggestions to overcome students' academic dishonesty:

- Strict enforcement of the academic rules and regulations by the Faculties and departments
- Communicating the academic rules and regulations both for the students and teachers
- Serious penalties when students have found guilty of academic dishonesty reported

- Invigilators control and monitoring of exam administration
  Similarly, Faculty deans' suggestions to overcome academic dishonesty include:
- Conducting remedial programs in the high school to fill in students academic deficiencies
- Working on quality improvement across the different structures of the education system
- Providing academic support through tutorial classes, study skill courses, handout and exercises
- More commitment by teachers in exam preparation and invigilation
- Taking responsibilities by all (faculty administrators, teachers and students)

Discussions
Perceived incidents of students academic dishonesty and possible consequences
Among teacher respondents involved in this study, 89% of them confirmed suspected incidences of academic dishonesty at least once and utmost above ten times during last academic year. Interview with faculty vice-deans also substantiated the fact that academic dishonesty is a common problem. Hence it is clear that students' academic dishonesty is a serious problem among students of the sampled faculties in Addis Ababa and Jimma universities. This is so discouraging since its multiple adverse effects cumulatively spoil the overall academic quality (Brimble and Stevenson-Clarke, 2006; Sebek, 2006; Teixeira and Rocha, 2006) and integrity of the institutions (Kremmer, Brimbel, & Stevenson-Clarke, 2007). No one denies that academic dishonesty, first and for most, hurts the person him/herself. Sebek (2006) described

that the person who is dishonest is cheating him/herself since he/she is wasting time and energy on invalid and irrelevant matter for his/her future carrier. However, the effect of academic dishonesty doesn't stop there since dishonest behavior manifested by someone can possibly serve both as a motive for other students to do the same and a normative support of warranty for those who are in a decision dilemma to get involved in academic dishonesty (McCabe and Trevino, 1993). The implication is that students' manifestation of dishonest behaviors possibly motivates other students to do the same so that academic dishonesty will likely spread. At the same time, such manifestations of dishonest behaviors will serve as a kind of wrong approval leading students to develop wrong values and norms related to academic works.

It is true that students' continual involvement in academic dishonesty, in the long run results in failure of the University reputation so that not only employers question the credibility of graduates' transcript but also new students may refrain from joining that University (Sebek, 2006). Apart from this, graduates that are not the results of invested academic effort but the results of academic dishonesty significantly damage the country development effort since the graduates performances and services are below the expected standards (Rocha and Teixeira, 2005; UNESCO, 2003).

Factors that may contribute to academic dishonesty

Combating academic dishonesty requires understanding the factors influencing dishonest behaviors. For example, teachers' behavior and institutional policy and its implementation are important factors that determine students' dishonest behavior (Hard, Conway, and Moran, 2006).

Broeckelman and Pollock (2006) identified that academic dishonesty is positively correlated with poor student-instructor interaction, instructors' ignorance for incidences of dishonest behavior, and overall inadequacy of Faculties to enforce academic rules and regulations. The findings of this study is parallel with the above assertions because teacher respondents self-rating of the items pertaining to understanding of institutional academic rules and regulations, enforcement of academic rules and regulations, and penalties for violation were rated below average while a large majority of them witnessed incidents of academic dishonesty in their respective faculties.

Faculty members often do little to prevent academic dishonesty or challenge students who engage in it. Less than half of 800 teachers surveyed on 16 campuses in 1992 have never reported an incident of cheating in their classroom and student survey data suggest that cheating is highest in those courses where teachers are ignorant of cheating problems or fail to report it (The Center for Academic Integrity, 2000). In another large scale study, comprising more than 60 colleges and universities, among 10,000 teachers surveyed, 44% of those aware of cheating never reported the incidents to the University (McCabe, 2005, cited in Christensen-Hughes and McCabe, 2006). Also Gynnild and Gotschalk (2008, p. 41) has revealed that "40% of the academic staff responding admitted they had taken no steps regarding a suspected incident of cheating due to insufficient proof. The finding of this study is nearly the same with the above earlier reported percentages since 41% of the respondents never reported the incidences to the concerned bodies. Various factors may contribute for the failure of reporting incidences, of which, attribution can be made to the absence of reporting format, ill-consideration of some teachers for

reporting, and lack of commitment to precede with the formal lengthy procedures, and who cares about it. Hence creating awareness among teachers and commitment by the concerned parities should be underlined and faculties should have the necessary reporting format and monitoring mechanism to follow up the legal processes.

Student handbooks of Addis Ababa University and Jimma University indicated that both documents lack information on reporting formats and how teachers' formally report incidences of academic dishonesty to the concerned bodies maintaining chain of commands. Moreover, nothing has been stated on the documents regarding monitoring to follow up the decisions made by an individual teacher when a suspected case of students' academic dishonesty is referred to him/her. Therefore, Faculties delete should take into consideration the need to develop formal reporting mechanisms for cases of academic dishonesty. In addition, there should be a system in place for monitoring individual teachers' decision regarding suspected cases of academic dishonesty. Delete -Here the experience of faculty of education in AAU and Faculty of Business and Economics in Jimma University that prepare exam preparation and invigilation guide should be considered exemplary.

In this study, 50 to 84% of the teacher respondents affirmed that they discussed their course policies usually on the course outline/syllabus and individual assignment. But, about 10% of the teacher respondents failed to discuss course policy with the students in matters of group work and written sources. Moreover, more than a quarter of the teacher respondents did not discuss their course policy on matters of: attribution of internet sources, falsification of internet data, and falsification of

laboratory data. As per the findings of this study, a high percentage of the respondents (73.5%) confirmed that they usually report incidences of academic dishonesty, of which, 38.6% of them did report to the course coordinator and 47% of them did report to the department head. However, it is quite astonishing that only 16.9% of the respondents were satisfied with the measures taken while 36.1% of them were not satisfied with. Based on these evidences, it is possible to conclude that the faculty administrators' response for cases of academic dishonesty is not up to the teachers expectations.

Possible strategies to promote academic honesty among students

A problem of academic dishonesty is a complex affair since its manifestation might be triggered due to the influence of various factors. Hence possible solutions to cope with academic dishonesty should encompass wider perspectives and collaboration of various bodies within the institution. Both "preventive" and "curative" measures should be taken. Hence beginning from institutional policy formulation up to enforcement of institution-based academic rules and regulations should be considered important. The implication is that responsibility to develop a culture of academic integrity is not a task given only to the faculty administrators or classroom teachers but it is a collective responsibility of all who are directly or indirectly related with the issue.

As far as the sampled Faculties in the two Universities are concerned, intervention strategies like having a document of academic rules and regulations, preparing exam preparation and administration manuals, and discussing course policy, reprimanding or warning students who are caught in suspected incidences of dishonest acts, and taking measure on some students

who are found dishonest are very much important. These should be retained and improved so that everybody will do the same across disciples and courses. However this is not adequate to mitigate the problem. Hence, at the Faculty level there should be a system in place to prevent dishonest acts before they are manifested. This means the Faculty as an academic environment should nurture academic honesty among its students and teachers and opportunities should be created both for the students and teachers to discuss issues related with academic rules and regulations. Coupled with, taking serious measures on those dishonest students reflecting the Faculty zero tolerance for dishonest acts.

Teachers should have a policy on different academic matters related with assignment works and proper conduct in exam, laboratory, and research works. Moreover, early in the course, teachers should make special efforts to explain to the class what constitutes academic dishonesty and examples of acceptable and unacceptable student behaviors should be presented in adequate detail.

In general, it is valuable to focus attention on both proactive and reactive techniques to mitigate problems of students' academic dishonesty. Some major proactive and reactive techniques are highlighted below.

a) Proactive techniques – orientation programs on academic honesty policies for the newly recruited staff and fresh students, communicating and discussing academic rules and regulations with students and teachers, preparing and distributing guiding manuals to assist in the process of preparing exams and invigilation, and communicating course policies, requirements and expected standards of students performance, preparing and administering fair assignments and exams, and fairness and transparency in marking and grading students work. Frequent supervision on individual, group and research works.

b) Reactive techniques – detecting and monitoring students' dishonest behavior, reporting incidents of academic dishonesty to the concerned body, taking various measures at instructor, course and faculty levels according to the rules and regulations, and notifying and posting individual students who were caught cheating in the current academic year.

CONCLUSIONS

The following conclusions are drawn based on the evidences collected for this study.

- The findings of this study showed that academic dishonesty is rampant in Education, Business and Economics Faculties both in Addis Ababa and Jimma Universities as perceived by faculties.
- Some of the factors attributed for the occurrences of academic dishonesty include: teachers knowledge of the institution academic rules and regulations, perceived effectiveness of rules enforcement and severity of penalties for violating, ignorance for suspected incidences of academic dishonesty, and failure in discussing course polices for different purposes. 50 to 84% of the teacher respondents witnessed that they discussed their course policies in relation to: Group work/collaboration with students, written sources, attribution of written sources, and falsification of research data usually on course outlines/syllabi and individual assignments. However, 10 to 29% of the teacher respondents did not discuss their course policies in relation to the above.
- Faculty deans and academic staff usually take measures on incidents of

academic dishonesty based on the rules and regulations of their respective institutions. Some of the responses of teachers when faced with suspected incidences of academic dishonesty include: reprimanding or warning the student, lowering the student's grade, failing the student on a test or assignment, informing the concerned faculty or department, and discussion with other course instructors.

RECOMMENDATIONS

Since academic dishonesty is a perplexing threat for the entire academic activities of the university, its intervention requires Faculty-wide proactive and reactive responses aimed at students, teachers, and Faculty administration.

Academic rules and regulation of the institutions should be revised to be more responsive, coupled with educating both academic staff and students for better prevention and detection. Moreover, Faculty administrators need to be responsible for clear communication of rules and standards of academic scholarship and conduct.

At the Faculty level, administrators should strive to establish an academic integrity culture, which is characterized by mutual respect between students and faculty members. Faculty administrators and academic staff can safeguard academic honesty through encouraging students to behave honestly and discourages the occurrence of academic dishonesty through a serious of penalty. Some of the possible ways by which faculty members play a vital role in creating a positive climate for academic integrity include: stressing the values underpinning academic honesty, modeling academic values in instruction, and encouraging campus programs and activities that foster and teach ethical behavior.

Teachers should take the lead in discussing the meaning of academic integrity with all students at the faculty level. They should also recognize their responsibility to uphold academic rules and regulations at their course level and to take appropriate measures and further report evidenced violations to the appropriate offices. They are also responsible to communicate their course policies with students in matters related with exams, assignments, research and laboratory works, as well as using internet sources. Moreover, teachers can help students to be honest at the course level by making them aware of the criteria, against which their performance of a given course will be evaluated, creating a positive course experience, and developing a climate with group norms that support honesty. And students are responsible to act according to the course policies.

The further implication is that still much has to be done under the theme of academic dishonesty in Universities in Ethiopia. This study can be used as a spring board for other large scale studies comprising of a number of faculties than the ones included in this study.

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